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AUTHOR Pollock, John S.
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ABSTRACT

A study evaluated the effectiveness of the 1995-96 Reading Recovery program as implemented in the Columbus, Ohio, public schools. The program featured individualized one-on-one lessons provided by 67 specially trained teachers serving 497 grade 1 pupils. Data included results of administration of Metropolitan Achievement Tests (MAT7, 1992) and Scott Foresman text reading level testing. The treatment group consisted of the 220 pupils who were either discontinued (129) or received 60 or more lessons but not discontinued (91). Results indicated that (1) of the 220 treatment group pupils, 197 (89.5%) displayed over time each of the 3 strategic processing behaviors (monitoring reading, constructing meaning, and integrating sources of information); (2) of the 190 Reading Comprehension evaluation sample pupils, 14.7% were at the 50th percentile or above and 72.1% were below the 37th percentile; (3) of the 28 pupils who reached the 50th percentile in Reading Comprehension, 16 (57.1%) were discontinued pupils and of the 137 pupils below the 37th percentile, 81 (59.1%) were discontinued pupils; (4) the average normal curve equivalent (NCE) score for the 190 Reading Comprehension evaluation sample pupils on the posttest was 38.6 NCEs, with discontinued pupils (114) having an average score of 39.1 NCEs and not discontinued pupils (76) having an average score of 37.8 NCEs; (5) of the treatment group of 220 pupils, 183 (83.2%) read 5 or more books at text reading level 8 or above (criterion was 50.0%); and (6) a total of 614 different parents or guardians were involved in some way with the program. Findings suggest continuation of the program with attention given to 7 recommendations. (Contains 13 figures of data.) (RS)

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CS012949

**Elementary and Secondary Education Act - Title I**

ED 412 516

## FINAL EVALUATION REPORT
## 1995-96

# READING RECOVERY PROGRAM

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**Written by:**

John S. Pollock,
Professional Specialist

**Data Analysis by:**

Kathy Morgan,
Professional Specialist

Columbus (Ohio) Public Schools
Department of Program Evaluation
Gary Thompson, Ph.D., Director

CS012949

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# FINAL EVALUATION REPORT
# READING RECOVERY™ PROGRAM
# 1995-96

## Executive Summary

Program Description: During 1995-96, the Reading Recovery program served 497 grade 1 pupils. The program was a joint effort of educators in the Columbus Public Schools, the College of Education of The Ohio State University, and the Ohio Department of Education and was funded by Elementary and Secondary Education (ESEA) - Title I monies.

The purpose of the Reading Recovery program was to provide early intervention to underachieving first grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured individualized one-on-one lessons provided by specially trained teachers. The lessons were based on observational tasks designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies.

During 1995-96, 67 teachers (24.7 FTEs - Full Time Equivalents) served pupils in 41 schools.

Time Interval: For evaluation purposes, the program started on September 25, 1995 and continued through May 10, 1996. Pupils included in the final analyses for Desired Outcomes 1 and 2 must have received 60 or more instructional lessons or have been successfully discontinued (completed) from the program. To be included in the analysis of standardized test achievement, pupils must have received 60 or more instructional lessons or have been successfully discontinued, been English-speaking, and have had a valid posttest score on a nationally standardized achievement test.

Activities: To help pupils develop reading strategies, daily 30-minute individualized lessons included a variety of instructional activities such as reading and re-reading books while the teacher recorded pupil strategies and errors, writing and reading pupil stories, letter identification, and sound analysis of words.

Desired Outcomes: The evaluation design included two desired outcomes: (1) at least 50 percent of the pupils who had received 60 or more lessons or who were discontinued would display at least once throughout the treatment period each of three reading strategic processing behaviors; and (2) at least 50 percent of pupils who received 60 or more lessons or who were discontinued would read at least five books at text reading level 8 (appropriate Scott Foresman text reading level for promotion to grade 2) or above.

Evaluation Design: In addition to the two desired outcomes, a major part of the evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, Level Primer, Form L, 1992 (MAT7) for spring testing. Analyses of the standardized test data included percentiles and average NCE scores. Although not part of the evaluation design, parent involvement data were also collected by program teachers. Locally constructed instruments were used to collect enrollment/attendance and parent involvement data.

Major Findings: The Reading Recovery program served 497 pupils in 1995-96, with average pupil enrollment (days scheduled) of 62.0 days. Average pupil attendance (days served) was 53.6 days and the average number of instructional lessons was 43.9. The treatment group consisted of the 220 pupils (44.3% of those served) who were either discontinued (129) or received 60 or more lessons but not discontinued (91). Program developers have estimated that most pupils need approximately 60 lessons to complete the program. The number of lessons pupils received ranged from zero to 127. Of the treatment group pupils, 190 had valid MAT7 Reading Comprehension scores, were English-speaking, and were included in the Reading Comprehension evaluation sample.

The two desired outcomes for the 1995-96 Reading Recovery program were met. Of the 220 treatment group pupils, 197 (89.5%) displayed over time each of the three reading strategic processing behaviors, including monitoring reading, constructing meaning, and integrating sources of information (criterion was 50.0%). Of the 220 treatment group pupils, 183 (83.2%) read five or more books at text reading level 8 or above (criterion was 50.0%).

Of the 190 Reading Comprehension evaluation sample pupils, 14.7% (28) were at the 50%ile or above and 72.1% (137) were below the 37%ile. Of the 28 pupils who reached the 50%ile in Reading Comprehension, 16 (57.1%) were discontinued pupils and of the 137 pupils below the 37%ile, 81 (59.1%) were discontinued pupils. The average NCE score for the 190 Reading Comprehension evaluation sample pupils on the posttest was 38.6 NCEs, with discontinued pupils (114) having an average score of 39.1 NCEs and not discontinued pupils (76) having an average score of 37.8 NCEs.

Records of parent contacts and activities maintained by program teachers for the 497 pupils served indicated 614 different parents or guardians were involved in some way with the program. These 614 individuals made a total of 1774 contacts with program teachers. The 220 treatment group pupils represented 44.3% of the 497 pupils served, but represented 54.5% (966) of the total number of contacts and 49.0% (301) of the individual parents or guardians involved in the program.

## Recommendations

The Reading Recovery program has been continued during the 1996-97 school year, and it is recommended that it continue. With that in mind, the following recommendations are presented:

1. The process by which pupils with less than 60 lessons are transferred from the Reading Recovery program to the Early Literacy program needs to be closely monitored. During 1995-96, 44.3% (220) of the 497 pupils served were included in the treatment group. The small percentage of pupils included in the treatment group is directly related to transferring pupils from Reading Recovery to Early Literacy before the pupils received 60 lessons, which is the number of lessons needed to be included in the treatment group. If pupils are making progress in literacy acquisition, program teachers should make every effort to continue to serve them beyond 60 lessons.

2. Efforts should continue for exploring ways to minimize the amount of time needed to collect data on pupils served. Much teacher frustration exists because of the volume of record keeping required for the program. Teachers maintain records for both Columbus Public Schools and The Ohio State University College of Education. If both institutions used the same set of data, reporting by both institutions would be consistent and the amount of paperwork required of teachers reduced.

3. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

4. The earliest possible identification of pupils needing special education instruction should be emphasized. Pupils with special needs can be better served by teachers with expertise in specific special education areas. Reading Recovery is not a special education program. If pupils with special education are not identified early, they remain in the Reading Recovery program too long, creating frustration for both pupils and teachers.

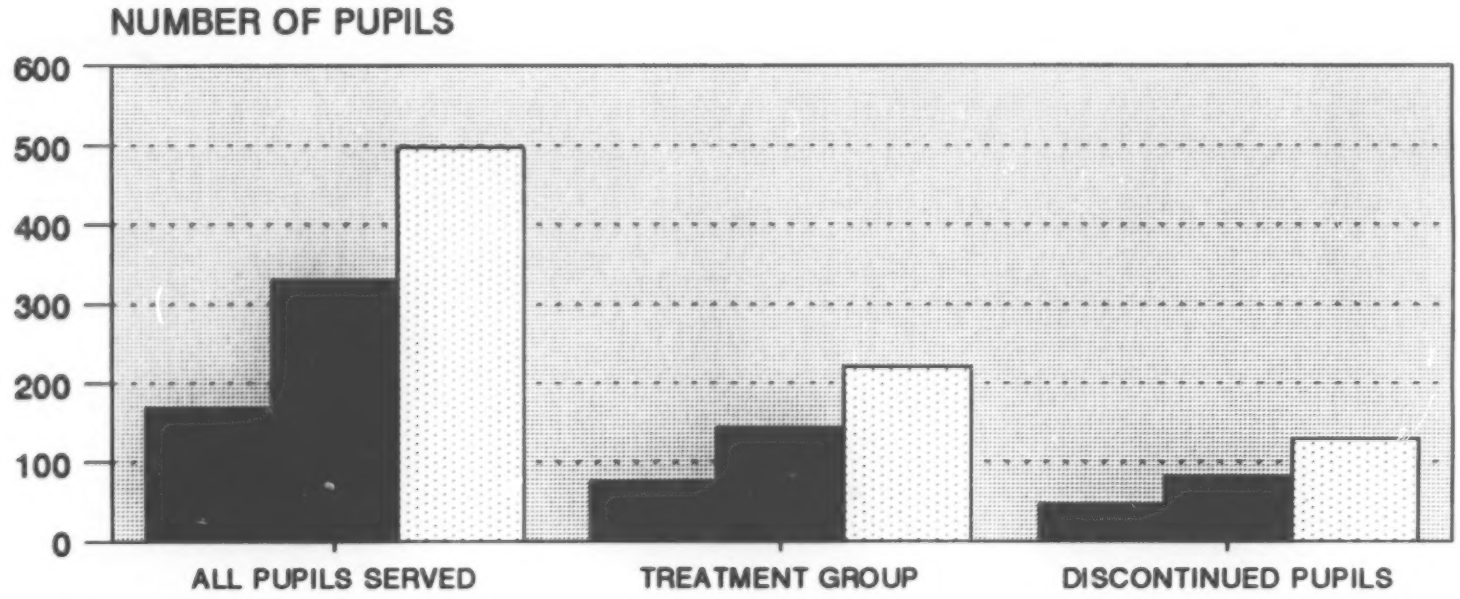
5. The whole language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.

6. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Reading Recovery program.

7. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

# READING RECOVERY PROGRAM 1995-96

## FREQUENCIES OF PUPILS SERVED BY GENDER




| | ALL PUPILS SERVED | TREATMENT GROUP | DISCONTINUED PUPILS |
|---|---|---|---|
| FEMALES ■ | 168 | 76 | 47 |
| % FEMALES | 33.8 | 34.5 | 36.4 |
| MALES ■ | 329 | 144 | 82 |
| % MALES | 66.2 | 65.5 | 63.6 |
| TOTALS □ | 497 | 220 | 129 |

FIGURE 1

Treatment group includes pupils who received 60 or more lessons or who were discontinued.

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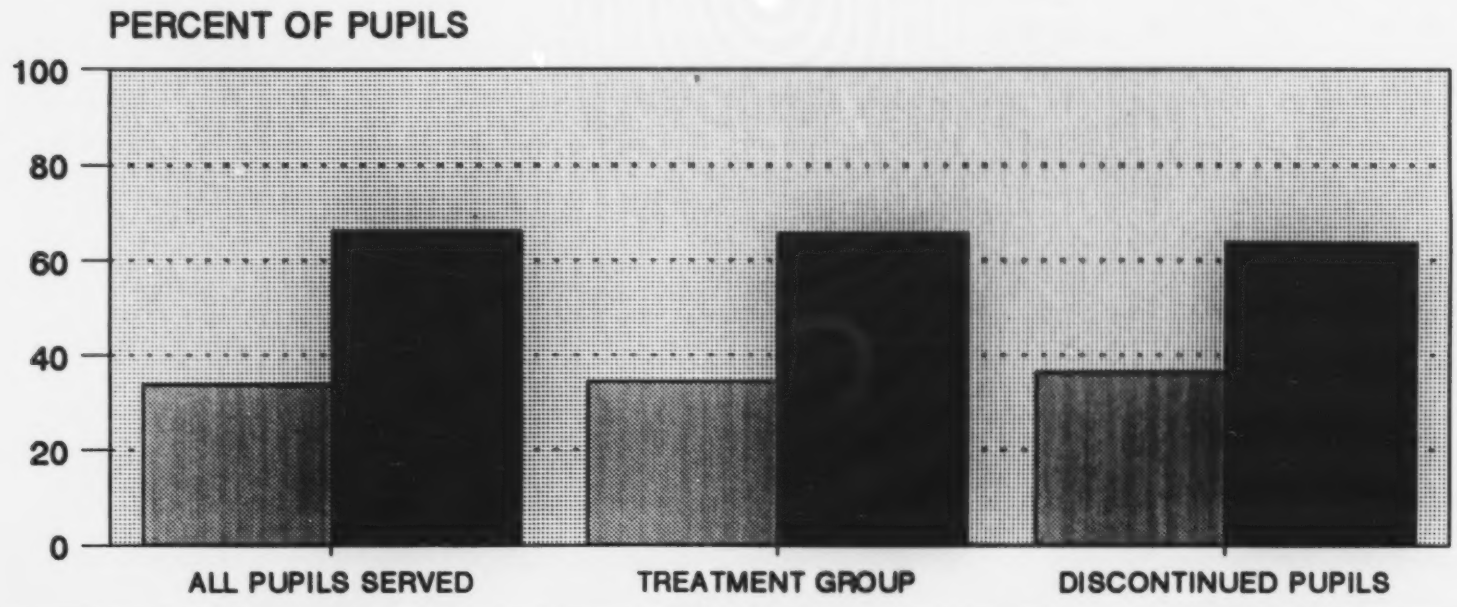
# READING RECOVERY PROGRAM 1995-96

## PERCENTS OF PUPILS SERVED BY GENDER




| | ALL PUPILS SERVED | TREATMENT GROUP | DISCONTINUED PUPILS |
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| TOTALS | 497 | 220 | 129 |

FIGURE 2

Treatment group includes pupils who received 60 or more lessons or who were discontinued.

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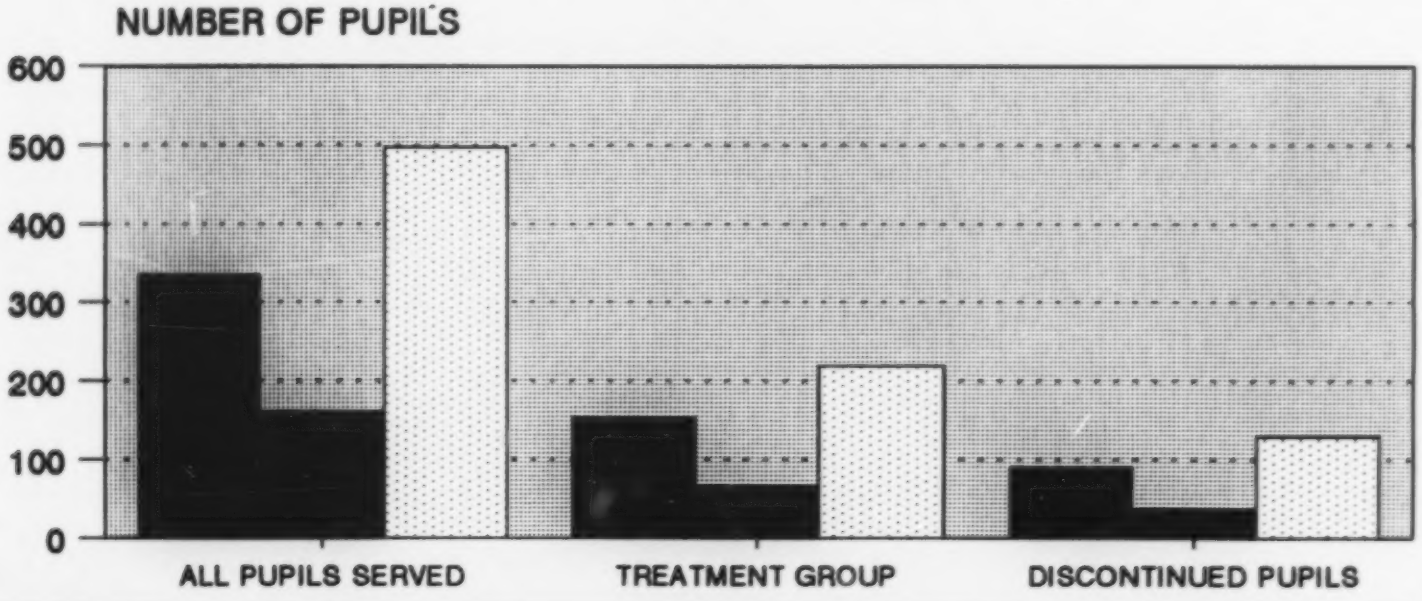
# READING RECOVERY PROGRAM 1995-96

## FREQUENCIES OF PUPILS SERVED BY RACE



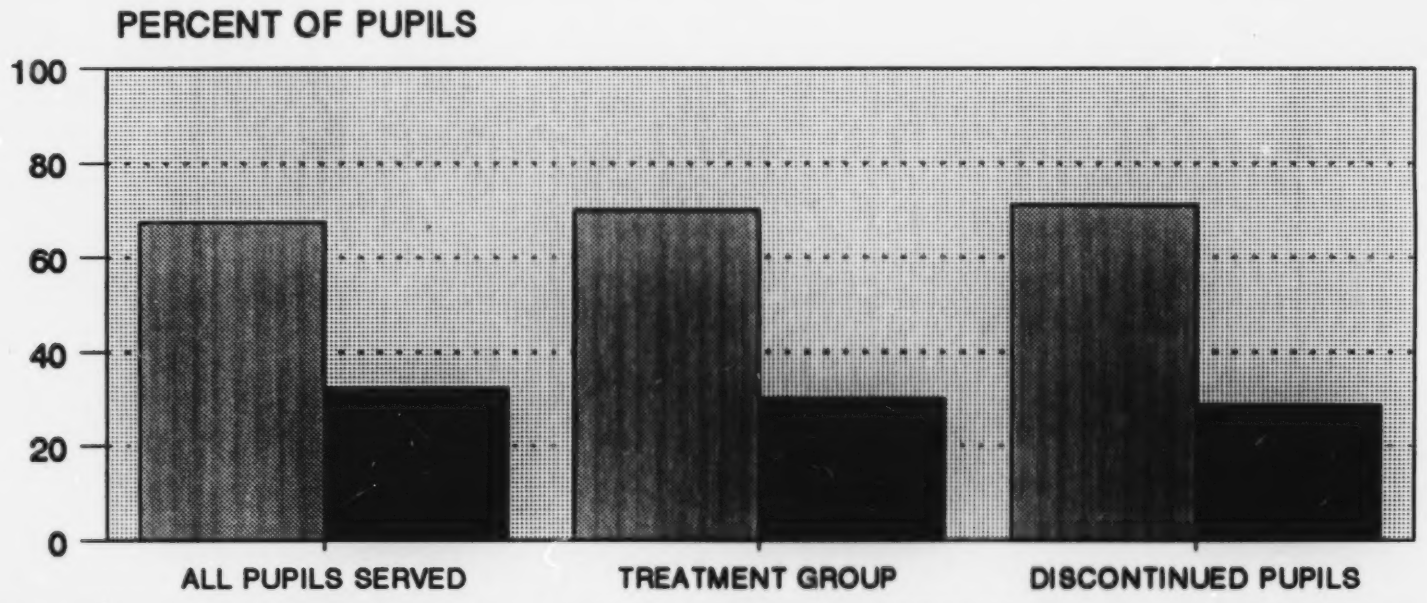

| | ALL PUPILS SERVED | TREATMENT GROUP | DISCONTINUED PUPILS |
|---|---|---|---|
| BLACK | 336 | 154 | 92 |
| % BLACK | 67.6 | 70 | 71.3 |
| NONBLACK | 161 | 66 | 37 |
| % NONBLACK | 32.4 | 30 | 28.7 |
| TOTALS | 497 | 220 | 129 |

FIGURE 3

Nonblack includes Asian, Hispanic, Native American and White pupils.
Treatment group includes pupils who received 60 or more lessons or who were discontinued.

# READING RECOVERY PROGRAM 1995-96

## PERCENTS OF PUPILS SERVED BY RACE



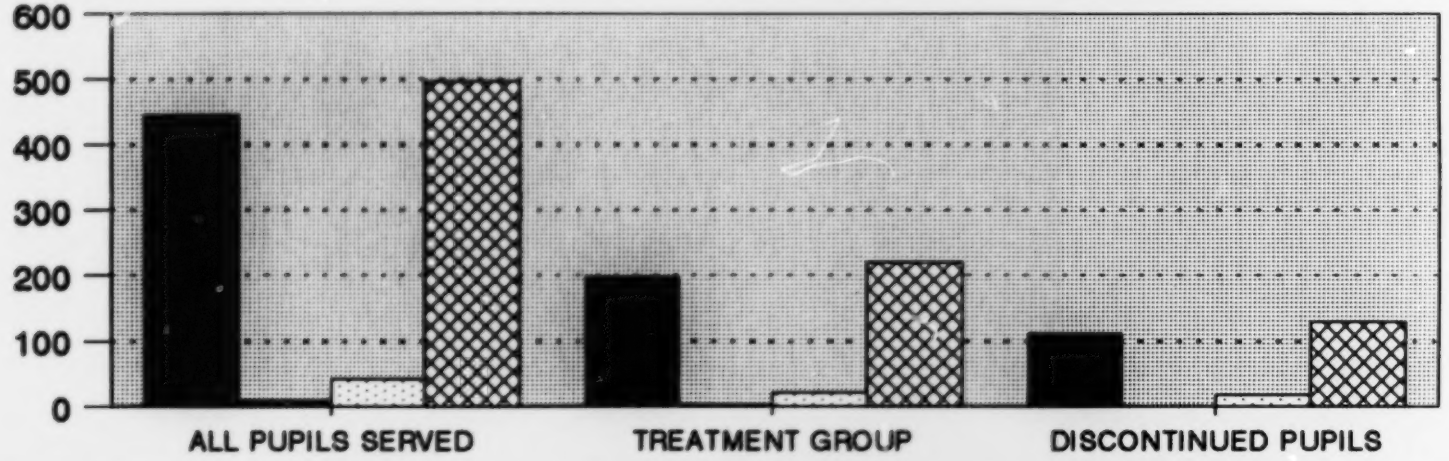

| | ALL PUPILS SERVED | TREATMENT GROUP | DISCONTINUED PUPILS |
|---|---|---|---|
| BLACK | 336 | 154 | 92 |
| % BLACK | 67.6 | 70 | 71.3 |
| NONBLACK | 161 | 66 | 37 |
| % NONBLACK | 32.4 | 30 | 28.7 |
| TOTALS | 497 | 220 | 129 |

FIGURE 4

Nonblack includes Asian, Hispanic, Native American and White pupils.
Treatment group includes pupils who received 60 or more lessons or who were discontinued.

# READING RECOVERY PROGRAM 1995-96

## FREQUENCIES OF PUPILS SERVED BY FREE OR REDUCED PRICE LUNCH STATUS




| | ALL PUPILS SERVED | TREATMENT GROUP | DISCONTINUED PUPILS |
|---|---|---|---|
| FREE | 446 | 198 | 112 |
| % FREE | 89.7 | 90 | 86.8 |
| REDUCED | 9 | 2 | 0 |
| % REDUCED | 1.8 | 0.9 | 0 |
| PAYING | 42 | 20 | 17 |
| % PAYING | 8.5 | 9.1 | 13.2 |
| TOTALS | 497 | 220 | 129 |

FIGURE 5

Treatment group includes pupils who received 60 or more lessons or who were discontinued.

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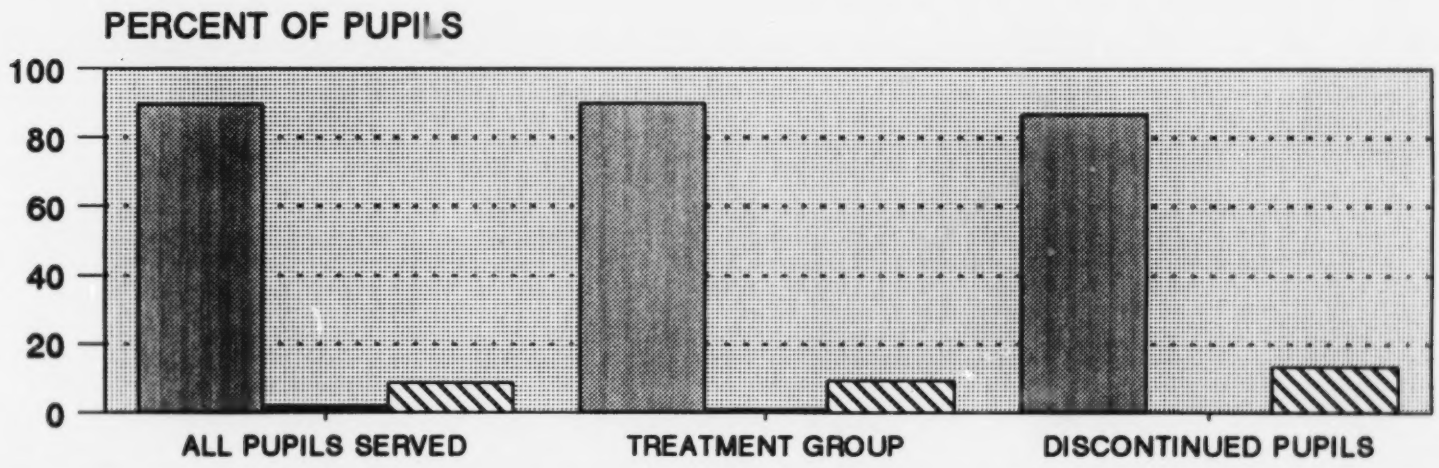
# READING RECOVERY PROGRAM 1995-96

## PERCENTS OF PUPILS SERVED BY FREE OR REDUCED PRICE LUNCH STATUS




| | | | |
|---|---|---|---|
| FREE | 446 | 198 | 112 |
| % FREE | 89.7 | 90 | 86.8 |
| REDUCED | 9 | 2 | 0 |
| % REDUCED | 1.8 | 0.9 | 0 |
| PAYING | 42 | 20 | 17 |
| % PAYING | 8.5 | 9.1 | 13.2 |
| TOTALS | 497 | 220 | 129 |

FIGURE 6

Treatment group includes pupils who received 60 or more lessons or who were discontinued.

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# READING RECOVERY PROGRAM 1995-96

## ALL PUPILS SERVED BY DISCONTINUED STATUS

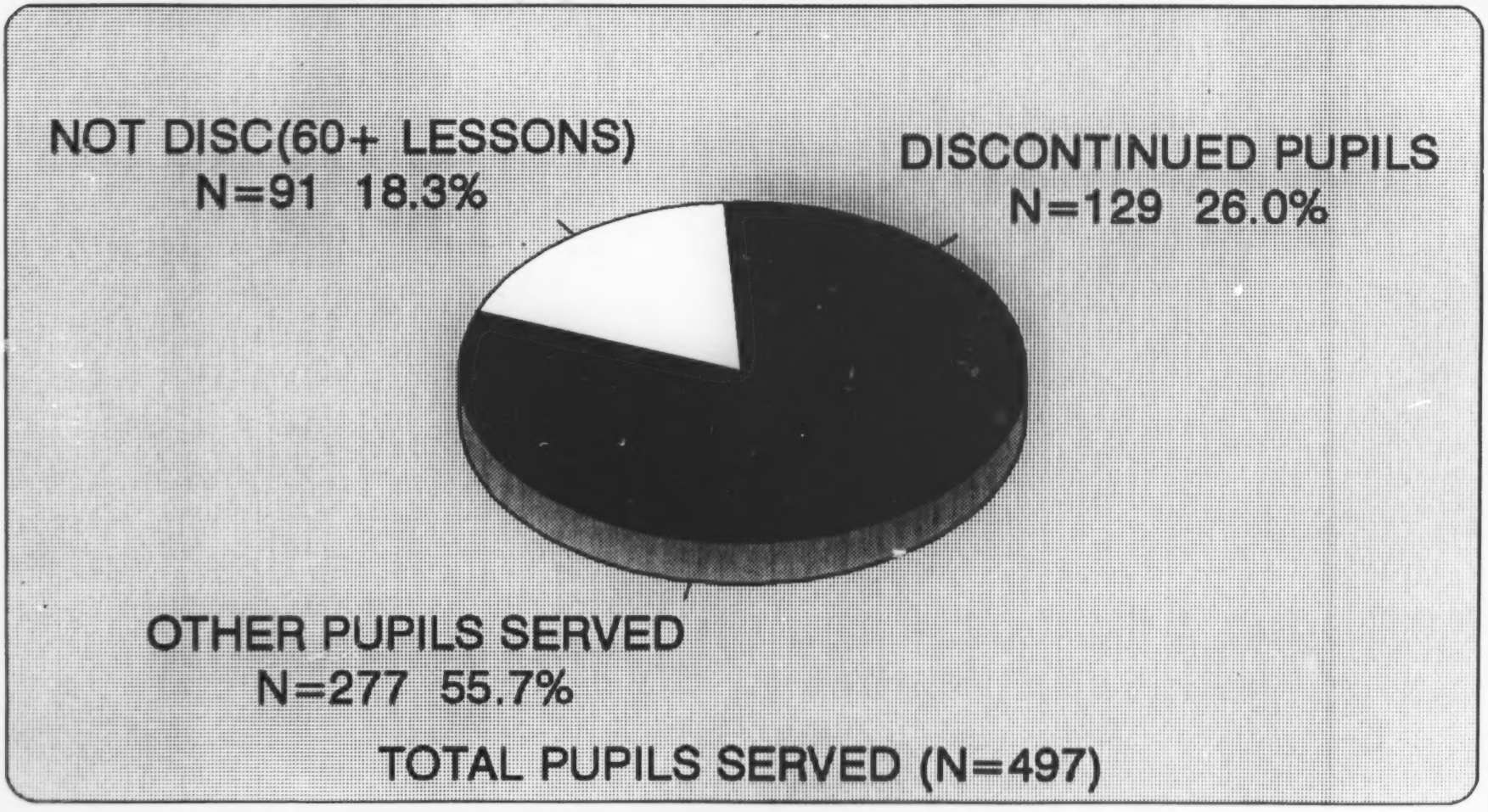



FIGURE 7

**The 129 discontinued pupils plus the 91 not discontinued pupils with 60 or more lessons comprise the treatment group.**

# READING RECOVERY PROGRAM 1995-96

## NUMBER OF LESSONS RECEIVED BY DISCONTINUED PUPILS AND OTHER PUPILS SERVED

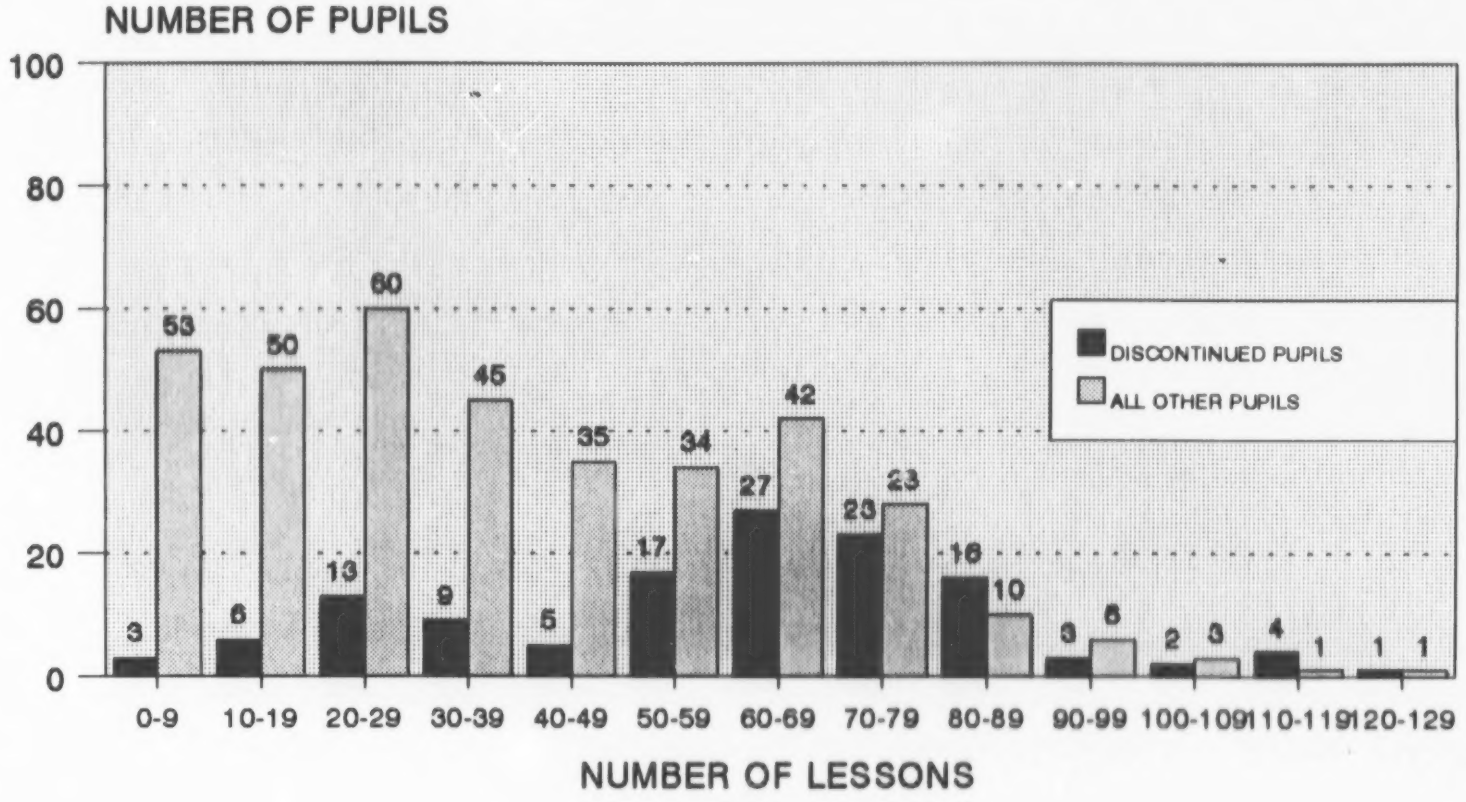



FIGURE 8

The 129 discontinued pupils plus the 91 other pupils with 60 or more lessons comprise the the treatment group.

**Elementary and Secondary Education Act - Title I**

**Final Evaluation Report**
**1995-96**

# Reading Recovery Program
# Desired Outcome Results

- Desired Outcome 1: At least 50 percent of the pupils who had received 60 or more lessons or who were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher.

- Desired Outcome 2: At least 50 percent of the pupils who had received 60 or more lessons or who were discontinued will read at least five books at text reading level 8 or above as certified by the Title I teacher.

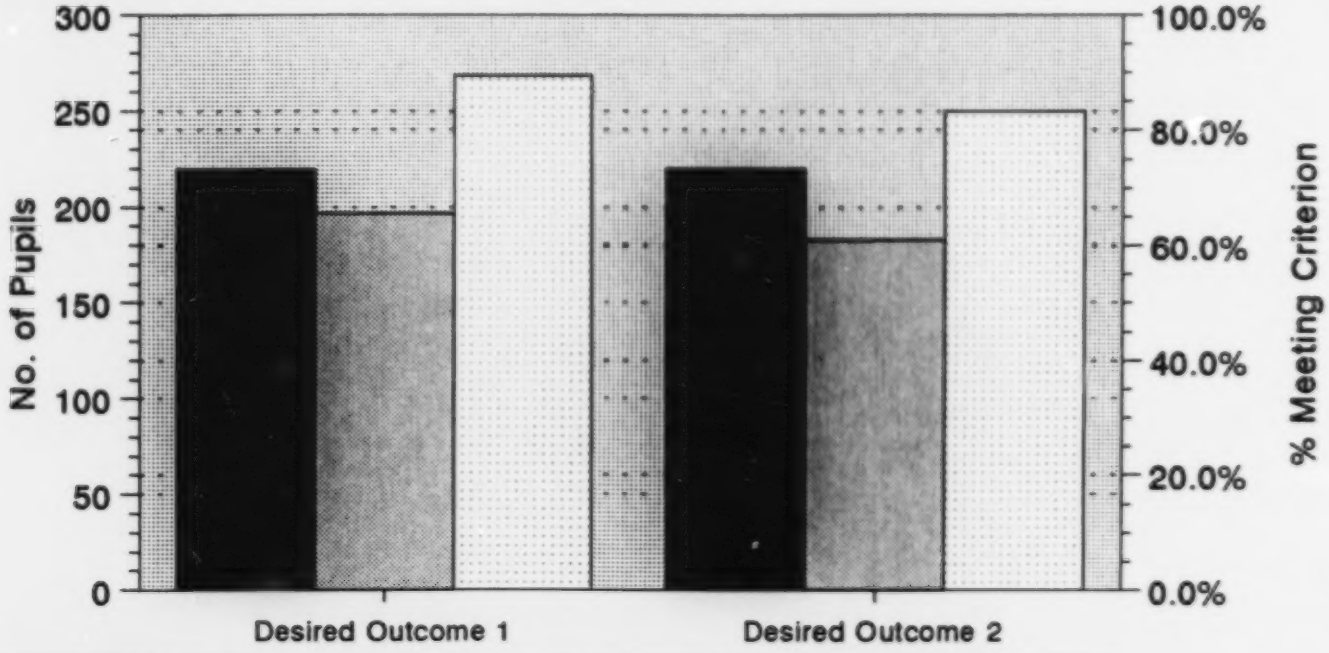
- The following chart (Figure 9) presents the analyses of the number and percent of treatment group pupils who met the performance criterion for Desired Outcomes 1 and 2. The chart indicates the number of pupils in each treatment group, number of pupils meeting the performance criterion, and the percent of pupils meeting the performance criterion for each desired outcome.

- Summary statements for pupils served in the Reading Recovery program:
  - > Of the 497 pupils served, 220 (44.3%) met a criterion to be included in the treatment group for Desired Outcomes 1 and 2.
  - > Of the 220 treatment group pupils, 197 (89.5%) met the performance criterion for Desired Outcome 1, indicating the desired outcome was achieved.
  - > Of the 220 pupils who met a criterion to be included in the treatment group, 183 (83.2%) met the performance criterion for Desired Outcome 2, indicating the desired outcome was achieved.
  - > All 129 discontinued pupils achieved Desired Outcomes 1 and 2.

# READING RECOVERY PROGRAM 1995-96

## Desired Outcomes 1 and 2

## Number and Percent of Treatment Group Pupils Who Met Criterion




| | Desired Outcome 1 | Desired Outcome 2 |
|---|---|---|
| No. in Treatment Group | 220 | 220 |
| No. Meeting Criterion | 197 | 183 |
| % Meeting Criterion | 89.5% | 83.2% |

FIGURE 9

# Reading Recovery Program

# Standardized Test Results

- Analyses of spring standardized test data (Metropolitan Achievement Tests, (MAT7) Level Primer, Form L, 1992) includes percentiles and average Normal Curve Equivalent (NCE) scores. In grade 1, pretesting does not occur but posttesting does. Therefore, no Reading Comprehension pretest-posttest change scores can be determined for grade 1 pupils.

- The following charts (Figures 10, 11, and 12) present standardized test results for grade 1 pupils served by the Reading Recovery program.
  - > In Advanced Skills (Reading Comprehension), 27.9% (53) of the 190 evaluation sample pupils reached the 37%ile on the posttest, including 33 (28.9%) discontinued pupils and 20 (26.3%) not discontinued pupils.
  - > In Advanced Skills (Reading Comprehension), 14.7% (28) of the 190 evaluation sample pupils reached the 50%ile on the posttest, including 16 (14.0%) discontinued pupils and 12 (15.8%) not discontinued pupils.
  - > The average NCE score for the 190 Reading Comprehension evaluation sample pupils on the posttest was 38.6 NCEs, with discontinued pupils (114) having an average score of 39.1 NCEs and not discontinued pupils (76) having an average score of 37.8 NCEs.

# READING RECOVERY PROGRAM 1995-96

## Advanced Skills(Reading Comprehension)
## Number and Percent of Pupils Reaching 37%ile

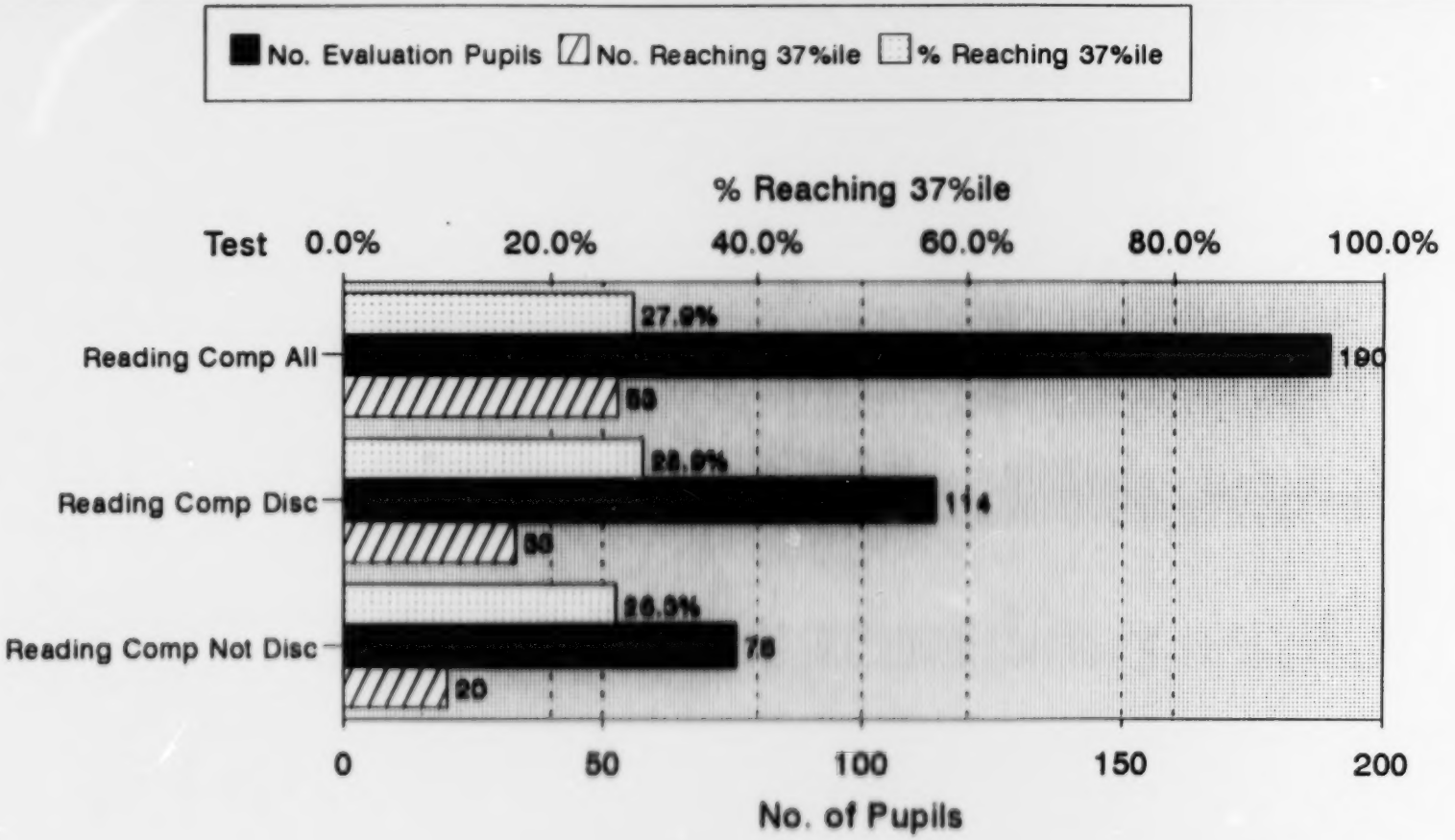



FIGURE 10

All (All Evaluation Sample Pupils); Disc (Discontinued Pupils in Evaluation Sample); Not Disc (Not Discontinued Pupils in Evaluation Sample).

# READING RECOVERY PROGRAM 1995-96

## Advanced Skills(Reading Comprehension)
## Number and Percent of Pupils Reaching 50%ile

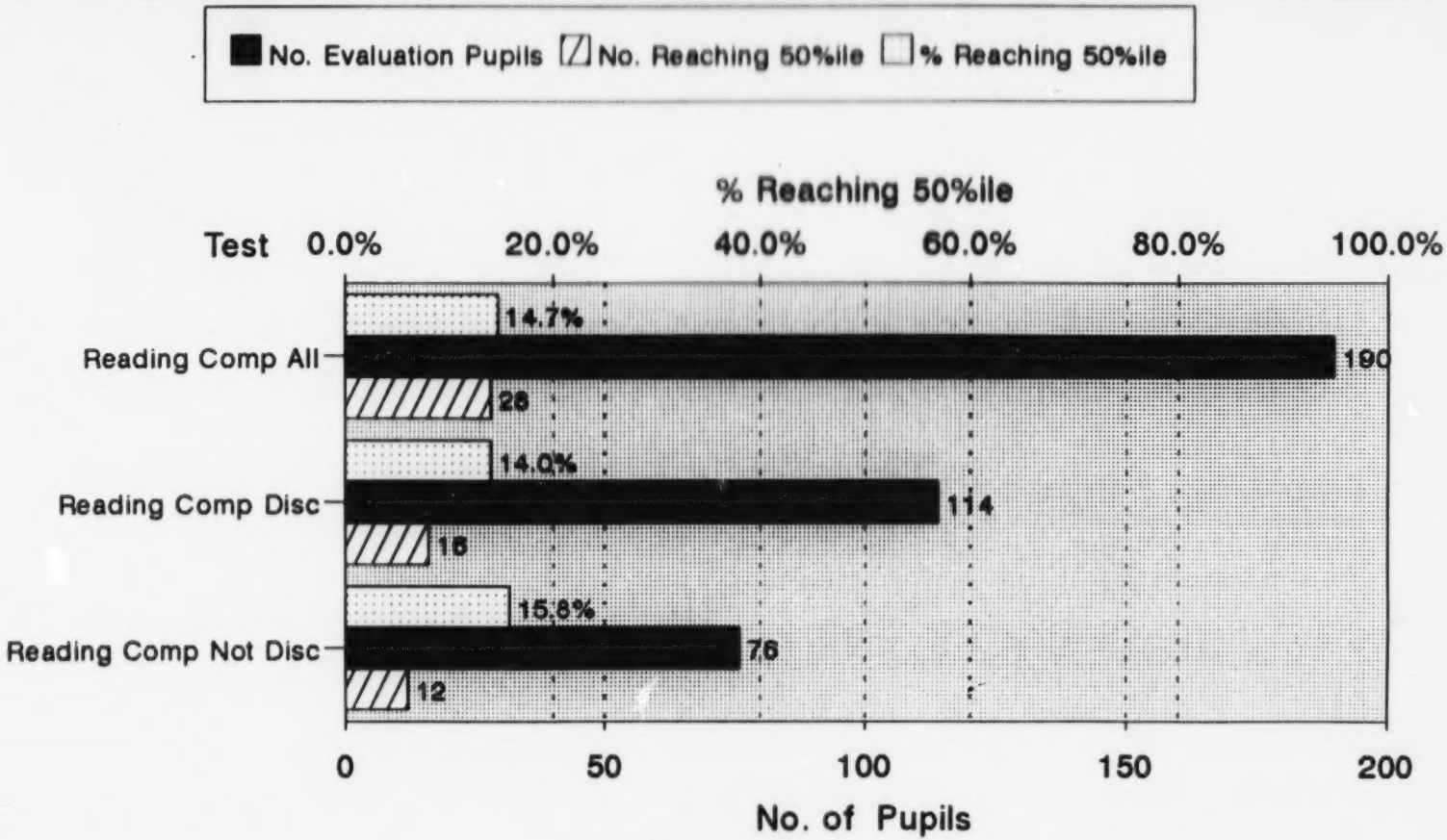



FIGURE 11

All (All Evaluation Sample Pupils); Disc (Discontinued Pupils in Evaluation Sample); Not Disc (Not Discontinued Pupils in Evaluation Sample).

# READING RECOVERY PROGRAM 1995-96

## Advanced Skills(Reading Comprehension)
## Posttest NCE Scores

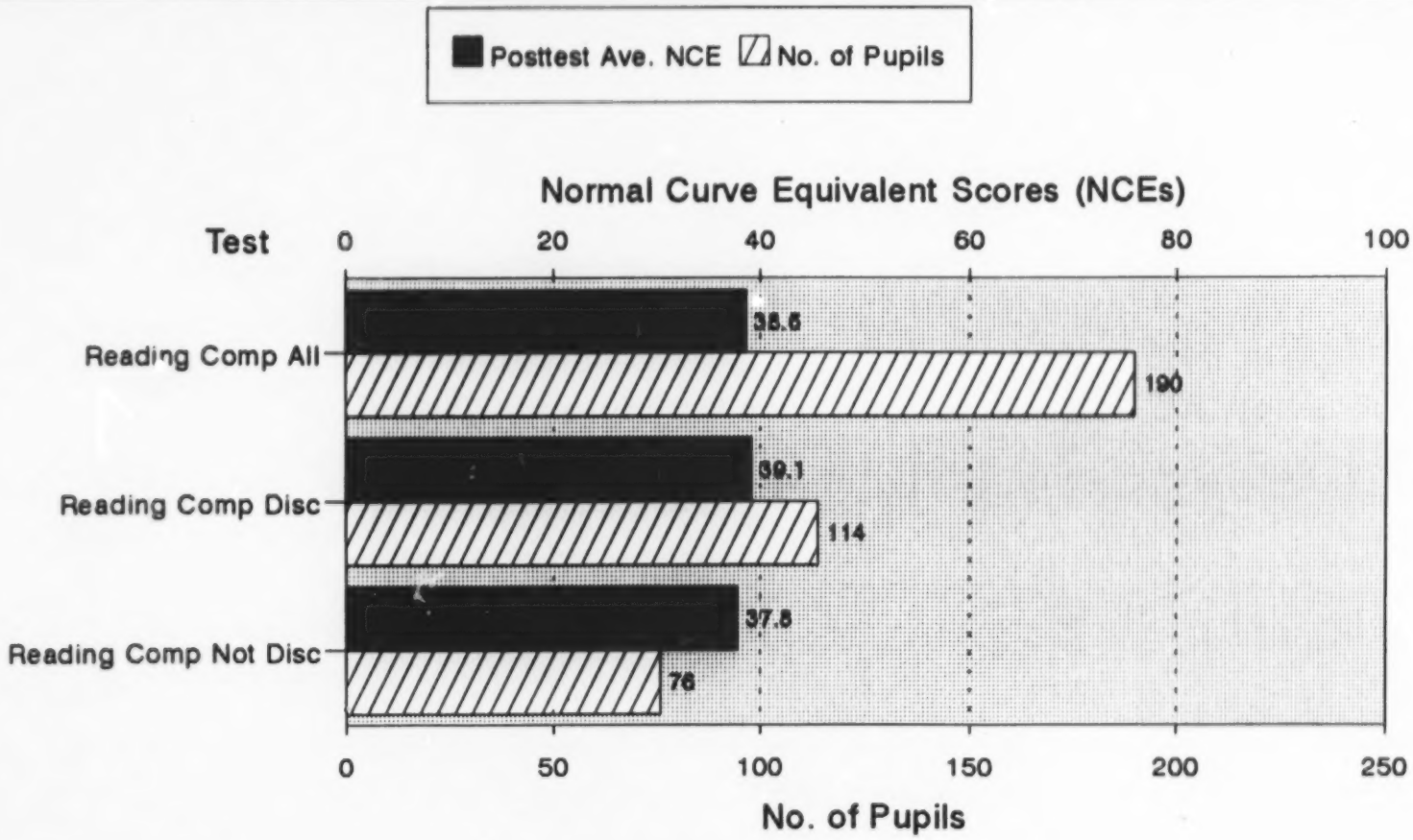



FIGURE 12

All (All Evaluation Sample Pupils); Disc (Discontinued Pupils in Evaluation Sample); Not Disc (Not Discontinued Pupils in Evaluation Sample).

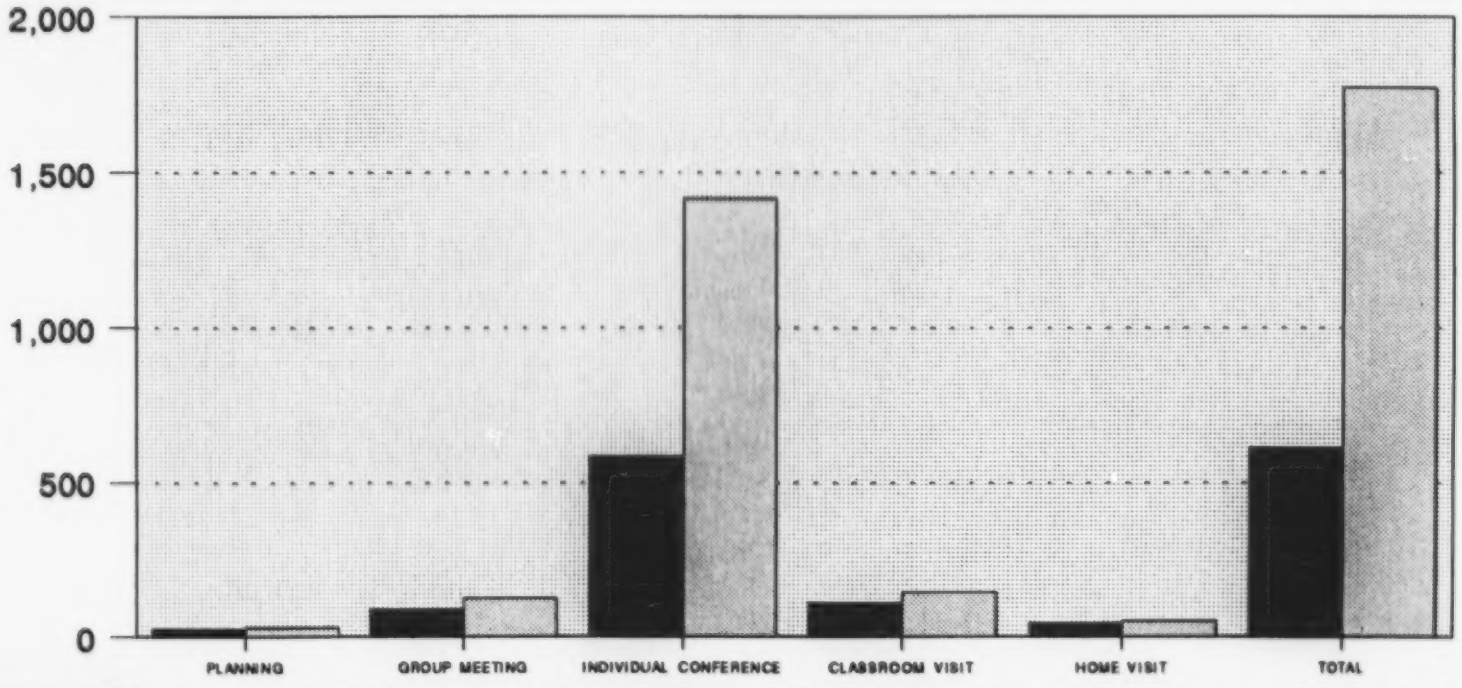
# Reading Recovery Program

# Parent Involvement Information

- Records of parent contacts and activities were maintained by program teachers. The following chart (Figure 13) presents parent involvement information for all pupils served by the Reading Recovery program.
  - > A total of 614 different individuals (parents, guardians) were involved with the Reading Recovery program.
  - > Individuals involved in conferences (583) accounted for the greatest number of persons involved with the program.
  - > The smallest number of individuals were involved with planning (28) and home visits (46).
  - > A total of 1774 contacts were made with the 614 individuals involved with the Reading Recovery program.
  - > Contacts involving individual conferences (1416) accounted for the greatest number of contacts with the program.
  - > The smallest number of contacts with the program included planning (30) and home visits (55).

# READING RECOVERY PROGRAM 1995-96

## PARENT INVOLVEMENT FOR ALL PUPILS SERVED BY TYPE OF ACTIVITY




| | PLANNING | GROUP MEETING | INDIVIDUAL CONFERENCE | CLASSROOM VISIT | HOME VISIT | TOTAL |
|---|---|---|---|---|---|---|
| INDIVIDUALS ■ | 28 | 91 | 583 | 113 | 46 | 614 |
| CONTACTS □ | 30 | 127 | 1,416 | 146 | 55 | 1,774 |

FIGURE 13

**Total individuals is not additive across all activities as each individual may be involved in more than one activity.**